



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

701 NE Carmichael Avenue, Sierra Vista, AZ 85635

Sierra Vista Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Marjorie Carrithers  
Schedule : 07:30 AM to 04:00 PM  
Grades : Pre-K-5  
Web Address : sierravistapublicschools.com  
Phone Number : (520) 515-2950  
Fax Number : (520) 515-2951  
E-mail : marge.carrithers@svps.k12.az.us

### Mission

We Are Family - United in Support of One Another. Our mission is to establish a safe, friendly, nurturing place where students, staff and parents challenge each other to learn, share and care.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To increase the percentage of students who have mastered the Arizona Academic Standards in reading and language arts.
- ü To increase the percentage of students who have mastered the Arizona Academic Standards in mathematics.

### Enrollment

October 1, 2005 School Year Student Enrollment : 389  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 59

## Instructional Programs

- ü Reading Coach/ Title I Teacher
- ü Structured English Immersion
- ü On-site Special Education & Preschool
- ü Schoolwide Title I
- ü Science Lab
- ü AIMSWEB Assessments for Reading
- ü Head Start Program On Site
- ü Resource Inclusion

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

The school is responsible for providing communication regarding children and school activities, provide a safe environment, and provide children with an education that challenges each of them.

### Parents

Parents are responsible for nourishing children and seeing that they attend school regularly when not ill. Parents should communicate with the school if there are problems or concerns.

## Transportation Policy

Carmichael students who live a mile or more from school are transported to school by bus. The bus routes are scheduled by the Director of Transportation and approved by the Superintendent of Schools.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Cochise County Elementary Teacher of the Year	2005
ü Exemplary Reading Award - IRA	2001
ü Golden Bell Award - ASBA	1999
ü Distinguished Title I School	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	448	80010	100	100	99	453	455	447	7	5	10	13	13	18	65	62	53	15	20	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	212	38935	100	100	99	461	454	447	NA	2	9	14	16	19	68	64	55	19	18	17
Male	35	236	40974	100	99	98	445	456	448	14	8	11	11	11	18	63	60	52	11	22	19
African American	NC	40	4201	NC	100	99	NC	453	430	NC	10	17	NC	15	23	NC	58	51	NC	18	9
Hispanic	40	157	34545	100	100	99	443	445	432	5	8	14	20	16	24	68	66	53	8	10	9
Asian/Pacific Islander	NC	27	2068	NC	100	99	NC	466	474	NC	11	4	NC	NA	10	NC	59	50	NC	30	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	21	218	35142	100	99	99	477	462	465	NA	1	5	5	12	11	67	59	56	29	27	28
Students with Disabilities	NC	46	10161	NC	96	93	NC	407	419	NC	35	28	NC	26	28	NC	35	36	NC	4	8
Students without Disabilities	65	402	69849	100	100	100	459	460	451	3	1	7	9	12	17	71	65	56	17	22	19
Limited English Proficient Students	NC	23	14013	NC	100	97	NC	427	413	NC	13	24	NC	22	34	NC	61	39	NC	4	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	50	199	39029	100	99	98	445	447	432	10	7	14	14	17	25	66	64	52	10	12	9
Non-Economically Disadvantaged	22	249	40981	100	100	100	472	461	462	NA	4	6	9	10	13	64	60	54	27	27	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	448	79438	100	100	98	455	462	451	6	5	9	21	18	24	65	66	56	8	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	212	38775	100	100	99	466	466	457	3	3	7	22	16	22	62	71	58	14	10	13
Male	35	236	40560	100	99	97	444	458	446	9	7	12	20	19	25	69	62	54	3	12	9
African American	NC	40	4178	NC	100	98	NC	462	439	NC	5	13	NC	18	29	NC	65	52	NC	13	6
Hispanic	40	157	34297	100	100	98	447	450	434	10	9	14	20	23	31	65	62	50	5	6	5
Asian/Pacific Islander	NC	27	2063	NC	100	99	NC	477	475	NC	4	3	NC	7	15	NC	67	63	NC	22	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	21	218	34887	100	99	98	476	469	471	NA	3	4	14	15	15	67	69	63	19	13	18
Students with Disabilities	NC	46	9588	NC	96	88	NC	402	416	NC	35	30	NC	33	32	NC	28	34	NC	4	5
Students without Disabilities	65	402	69850	100	100	100	462	468	456	2	2	7	20	16	23	69	71	59	9	12	12
Limited English Proficient Students	NC	23	13856	NC	100	96	NC	420	407	NC	17	27	NC	43	43	NC	39	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	50	199	38685	100	99	97	448	452	435	4	6	14	30	26	32	60	61	50	6	8	5
Non-Economically Disadvantaged	22	249	40753	100	100	99	473	470	467	9	5	5	NA	11	16	77	71	62	14	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	449	79971	99	100	99	426	435	423	6	5	8	41	34	41	52	58	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	212	38974	100	100	99	446	449	437	3	3	5	27	25	33	68	67	57	3	5	4
Male	34	237	40895	97	100	98	404	424	410	9	7	10	56	41	47	35	50	41	NA	2	2
African American	NC	40	4203	NC	100	99	NC	441	411	NC	3	11	NC	33	45	NC	63	43	NC	3	2
Hispanic	39	156	34481	98	99	99	414	427	410	8	7	10	46	37	46	46	53	43	NA	3	1
Asian/Pacific Islander	NC	27	2067	NC	100	99	NC	453	449	NC	4	4	NC	19	28	NC	78	60	NC	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	21	220	35150	100	100	99	452	440	437	NA	3	5	24	33	35	71	60	56	5	4	5
Students with Disabilities	NC	47	10258	NC	98	94	NC	380	377	NC	21	23	NC	51	51	NC	28	25	NC	NA	1
Students without Disabilities	65	402	69713	100	100	100	434	441	429	3	3	5	38	32	39	57	61	52	2	4	3
Limited English Proficient Students	NC	22	13985	NC	96	97	NC	388	382	NC	18	18	NC	50	54	NC	32	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	49	200	38994	98	100	98	421	427	409	6	6	10	49	43	47	43	49	41	2	3	1
Non-Economically Disadvantaged	22	249	40977	100	100	100	437	442	437	5	4	5	23	27	34	73	65	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	434	80147	100	100	99	483	482	482	10	8	11	14	15	17	61	60	49	16	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	202	39281	100	98	99	488	483	483	5	5	9	10	14	17	71	65	50	14	15	24
Male	30	232	40780	100	100	98	480	481	482	13	9	12	17	16	17	53	55	48	17	20	24
African American	NC	43	4249	NC	100	99	NC	484	464	NC	2	17	NC	16	22	NC	67	48	NC	14	13
Hispanic	18	126	33494	100	99	99	482	473	466	11	8	15	11	18	23	61	63	49	17	11	14
Asian/Pacific Islander	NC	22	2103	NC	100	99	NC	489	515	NC	5	4	NC	14	8	NC	59	44	NC	23	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	27	242	36122	100	100	99	486	486	501	7	9	5	15	14	10	63	57	50	15	21	35
Students with Disabilities	NC	63	10295	NC	98	92	NC	447	443	NC	33	33	NC	21	26	NC	38	33	NC	8	8
Students without Disabilities	42	371	69852	100	100	100	492	487	488	5	3	7	12	14	16	64	63	51	19	19	26
Limited English Proficient Students	NC	17	12722	NC	100	97	NC	437	441	NC	18	27	NC	53	33	NC	29	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	35	186	38371	100	99	97	474	469	465	11	12	15	17	20	23	60	58	49	11	11	13
Non-Economically Disadvantaged	16	248	41776	100	100	100	502	492	498	6	4	6	6	12	11	63	61	49	25	23	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	434	79686	100	100	98	469	478	470	8	6	11	22	18	24	65	68	57	6	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	202	39163	100	98	99	479	483	475	10	4	9	14	15	22	67	73	60	10	8	10
Male	30	232	40438	100	100	97	463	474	465	7	7	13	27	21	25	63	63	54	3	9	7
African American	NC	43	4228	NC	100	98	NC	490	458	NC	2	15	NC	12	28	NC	79	53	NC	7	4
Hispanic	18	126	33299	100	99	98	467	468	452	6	6	17	22	22	32	67	67	47	6	5	3
Asian/Pacific Islander	NC	22	2097	NC	100	99	NC	476	490	NC	5	5	NC	18	13	NC	73	68	NC	5	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	27	242	35914	100	100	98	470	481	489	7	6	5	26	17	15	59	66	67	7	10	14
Students with Disabilities	NC	63	9808	NC	98	87	NC	434	432	NC	30	35	NC	27	32	NC	43	30	NC	NA	3
Students without Disabilities	42	371	69878	100	100	100	479	485	475	NA	2	8	19	17	23	74	72	61	7	10	9
Limited English Proficient Students	NC	17	12594	NC	100	96	NC	433	422	NC	12	34	NC	53	45	NC	35	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	35	186	38095	100	99	97	461	465	452	11	8	17	26	25	32	57	61	48	6	5	3
Non-Economically Disadvantaged	16	248	41591	100	100	99	488	488	486	NA	4	6	13	13	16	81	73	65	6	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	431	80372	100	99	99	469	482	475	4	2	4	43	30	30	49	66	64	4	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	201	39452	100	98	99	467	494	488	10	1	3	24	17	22	62	79	72	5	3	3
Male	30	230	40836	100	100	98	470	472	464	NA	2	6	57	42	37	40	56	56	3	0	1
African American	NC	42	4264	NC	98	99	NC	481	465	NC	NA	5	NC	36	35	NC	62	59	NC	2	1
Hispanic	18	125	33608	100	98	99	456	480	462	11	3	6	44	27	36	44	70	57	NA	NA	1
Asian/Pacific Islander	NC	22	2098	NC	100	99	NC	490	500	NC	NA	2	NC	18	16	NC	82	75	NC	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	27	241	36213	100	99	99	468	482	489	NA	1	2	44	32	22	52	64	72	4	2	3
Students with Disabilities	NC	62	10526	NC	97	94	NC	436	427	NC	10	15	NC	56	53	NC	34	31	NC	NA	1
Students without Disabilities	42	369	69846	100	99	100	481	489	482	2	0	3	38	26	26	55	72	69	5	2	2
Limited English Proficient Students	NC	17	12747	NC	100	97	NC	442	432	NC	6	12	NC	47	52	NC	47	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	35	184	38521	100	98	98	461	475	461	6	2	6	49	36	38	40	60	55	6	2	1
Non-Economically Disadvantaged	16	247	41851	100	99	100	485	488	489	NA	2	3	31	26	22	69	71	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	451	79306	100	100	99	498	506	504	20	9	13	15	18	20	54	59	49	11	14	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	231	38845	100	100	99	494	506	505	17	9	11	17	17	20	59	60	50	7	14	18
Male	32	220	40383	97	100	98	501	506	504	22	9	14	13	19	19	50	58	47	16	14	19
African American	NC	42	4171	NC	100	98	NC	493	485	NC	19	20	NC	26	26	NC	45	44	NC	10	10
Hispanic	25	122	32673	96	99	99	481	490	487	20	16	18	24	23	25	52	53	46	4	8	10
Asian/Pacific Islander	NC	25	2147	NC	100	99	NC	519	539	NC	NA	5	NC	24	10	NC	52	46	NC	24	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	27	259	36234	100	100	99	518	514	523	19	5	6	4	14	13	59	65	52	19	16	28
Students with Disabilities	13	72	10286	100	99	91	449	468	462	62	33	41	15	29	27	15	35	27	8	3	5
Students without Disabilities	48	379	69020	100	100	100	511	512	510	8	4	9	15	16	18	65	64	52	13	16	21
Limited English Proficient Students	NC	15	10291	NC	94	96	NC	475	458	NC	20	38	NC	40	34	NC	40	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	38	191	37437	97	99	97	492	491	486	26	14	19	16	25	26	47	55	46	11	6	9
Non-Economically Disadvantaged	23	260	41869	100	100	100	508	517	521	9	6	7	13	13	14	65	62	51	13	19	27

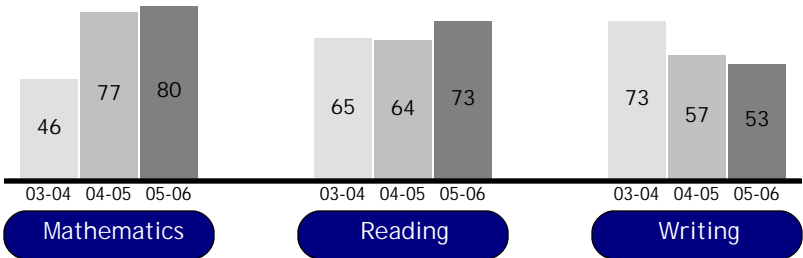
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	451	79000	100	100	98	491	501	489	16	6	10	15	17	24	57	66	58	11	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	231	38774	100	100	99	486	503	494	14	5	7	17	16	22	66	69	61	3	10	10
Male	32	220	40150	97	100	98	496	499	485	19	7	12	13	18	25	50	64	55	19	11	8
African American	NC	42	4153	NC	100	98	NC	492	476	NC	7	13	NC	26	30	NC	57	53	NC	10	4
Hispanic	25	122	32508	96	99	98	475	485	472	24	12	15	12	24	33	60	60	49	4	4	3
Asian/Pacific Islander	NC	25	2142	NC	100	99	NC	498	510	NC	4	4	NC	20	14	NC	60	67	NC	16	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	27	259	36135	100	100	98	512	510	508	7	3	4	15	13	14	59	71	67	19	14	15
Students with Disabilities	13	72	9991	100	99	88	447	465	449	54	24	33	15	31	36	23	42	29	8	4	2
Students without Disabilities	48	379	69009	100	100	100	503	507	495	6	2	6	15	15	22	67	71	62	13	12	10
Limited English Proficient Students	NC	15	10199	NC	94	95	NC	444	439	NC	33	35	NC	47	47	NC	20	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	38	191	37234	97	99	97	482	485	472	21	9	15	16	26	33	55	60	50	8	5	3
Non-Economically Disadvantaged	23	260	41766	100	100	99	507	513	505	9	3	5	13	11	16	61	71	65	17	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	450	79611	100	100	99	492	502	496	7	6	7	39	35	37	54	60	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	231	39016	100	100	99	492	512	511	7	4	4	34	28	29	59	68	66	NA	0	1
Male	32	219	40519	97	99	98	492	491	482	6	7	10	44	42	44	50	51	46	NA	NA	0
African American	NC	42	4188	NC	100	98	NC	485	486	NC	5	9	NC	52	40	NC	43	50	NC	NA	0
Hispanic	25	122	32855	96	99	99	478	486	481	8	9	10	48	40	43	44	50	47	NA	1	0
Asian/Pacific Islander	NC	25	2149	NC	100	100	NC	508	519	NC	4	4	NC	24	24	NC	72	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	27	258	36380	100	100	99	503	511	511	7	4	4	26	30	30	67	66	65	NA	NA	1
Students with Disabilities	13	71	10664	100	97	94	431	450	440	23	20	23	54	52	54	23	28	22	NA	NA	1
Students without Disabilities	48	379	68947	100	100	100	509	511	504	2	3	4	35	31	34	63	65	61	NA	0	1
Limited English Proficient Students	NC	15	10362	NC	94	97	NC	453	438	NC	7	22	NC	73	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	38	191	37626	97	99	98	489	487	479	5	7	10	47	45	45	47	48	45	NA	NA	0
Non-Economically Disadvantaged	23	259	41985	100	100	100	498	513	511	9	4	4	26	27	30	65	68	65	NA	0	1

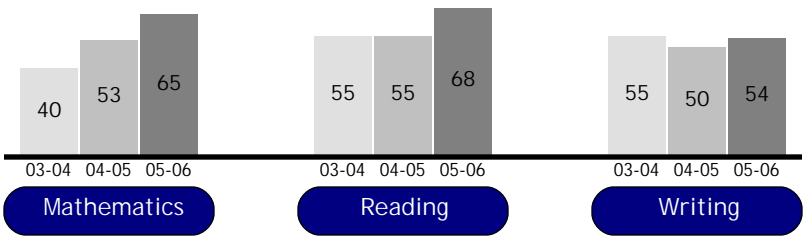
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	52	NA	58	97	49	54	47	100	41	54	46
	Language	93	40	53	50	97	46	55	47	100	34	54	48
	Mathematics	94	50	67	64	97	48	54	50	100	39	50	52
3	Reading	100	48	NA	55	100	40	50	44	100	48	54	46
	Language	100	52	58	61	100	41	49	44	99	44	54	46
	Mathematics	100	43	55	61	100	53	55	51	100	58	59	52
4	Reading	97	61	NA	56	100	46	55	48	100	48	59	52
	Language	97	53	57	52	100	46	54	49	100	56	59	52
	Mathematics	97	66	67	61	100	45	59	53	100	58	61	58
5	Reading	95	52	NA	55	100	48	58	50	98	54	65	56
	Language	100	42	55	49	100	45	56	50	98	50	61	54
	Mathematics	98	48	64	63	100	43	55	49	98	43	56	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Carmichael Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü General Focus of the School
- ü School Safety Issues
- ü Curriculum Development
- ü Parent/Educator Relations
- ü Extracurricular Activities
- ü Parent Satisfaction Survey

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	15.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	1	0	0
10 or more years	11	11	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	4%

## Resources Available at School Site

### Special Facilities

- ü Family Resource Center
- ü Computer Lab
- ü Science Lab
- ü Multi-Purpose Room/Gym

### Extracurricular Activities

- ü Hands Across the Border Cultural Exchange
- ü Marathon/Track Teams
- ü 5th Grade Band -After School Program
- ü CHAMPS-have and model Positive Peer Skill
- ü Choir and Strings Program After School
- ü Garden Club
- ü K-Kids Club
- ü Healthy Kids Club

### Social Services

- ü After School Tutoring Program
- ü Breakfast/Lunch Programs
- ü On-site Head Start Program
- ü Clothing/Food Banks
- ü On Site SEABHS Counseling
- ü Family Resource Center
- ü Chiricahua Mobile Health Unit
- ü Homeless Liaison

## Carmichael Elementary School

### Indicators of Success Based on Historical Data from 2005-06

#### School Achievements/Accomplishments 2005-06

- ü National Distinguished Title I School 2000: Carmichael was one of two schools in the state of Arizona recognized at the national reading conference for outstanding improvement in achievement scores and innovative programs.
- ü Golden Bell Award 1999 from the Arizona School Board Association for leadership in curriculum development.
- ü Carmichael was awarded the Exemplary Reading Award from the International Reading Association for our innovative and effective reading program in 2001.
- ü Carmichael celebrated 50 years as the oldest school in Sierra Vista on September 6, 2006.

### Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Carmichael School teaches students the Six Pillars of Character from the Character Counts Program. Students are involved in school and community service projects. We also practice our monthly fire drills and lock-down drills.

Our new Healthy Kids Club is promoting good health by walking every morning before school. Good Nutrition Workshops will also be offered monthly for parents and students. Students will be rewarded for participating and making healthy choices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Marge Carrithers	(520) 515-2950
Transportation Policy	Tia Faulconer	(520) 515-2770
Community Resources	Marilyn Pickett	(520) 515-8142
School Nutrition Programs	Dawn Marino	(520) 515-2780
Parent Organization	Becky Martinez	(520) 515-2950
Student Health/Nurse	Bonnie Sikkema	(520) 515-2956

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.